

General Linguistic Activities Relevant to Tourist Guiding	
Linguistic Activities	CEFR /BSI Performance Criteria (Level C1)
Spoken Production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
Spoken Interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
Listening	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.

<p align="center">Required language skills to guide visitors and to communicate in the area of qualification</p>		
<p>Language Skills <i>(subheadings are added for purposes of clarity by ITG)</i></p>	<p>CEFR /BSI Performance Criteria (Level C1)</p>	<p>ITG Comments / Guidelines</p>
<p>Range <i>Vocabulary</i> <i>Idiom</i></p>	<p>Has a good command of a broad range of language allowing him /her to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.</p>	<p>The candidate should in addition demonstrate a knowledge of important region-specific words, or of technical terminology, such as styles of architecture; or failing that the ability to work effectively round the gap in knowledge by circumlocution and paraphrase.</p>
<p>Accuracy <i>Grammar</i></p>	<p>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</p>	<p>The candidate should demonstrate the ability to keep the audience interested for a whole day without strain, and the delivery should not be marred by grammatical inaccuracies.</p>
<p>Fluency <i>Spontaneity (of Delivery)</i> <i>Intonation</i> <i>Pronunciation</i> <i>Clarity</i></p>	<p>Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>	<p>The candidate should demonstrate ability to keep clients interested for a whole day. Delivery should not be marred by a hesitant style, or by the candidate "running out of steam" during delivery.</p>
<p>Interaction <i>Spontaneity (of Response)</i> <i>Formality</i> <i>Empathy</i> <i>Comprehension</i></p>	<p>Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or keep the floor and to relate his/her own contributions skilfully to those of other speakers.</p>	<p>The candidate should demonstrate the ability to interact with the audience in a spontaneous and empathetic way, but still maintaining the necessary degree of formality.</p>
<p>Coherence <i>Planning</i> <i>Compensating</i></p>	<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	<p>Examiners should look for evidence that the candidate has planned the delivery in advance in order to prevent the need to backtrack, or in Listening engages quickly and accurately with the subject matter of the text, but if backtracking is necessary he/she handles this effectively.</p>